

ANGEL OAK ELEMENTARY

6134 Chisolm Rd.
Johns Island, SC 29455

GRADES PK-5 Elementary School

ENROLLMENT 366 Students

PRINCIPAL Annette Sausser 843-559-6412

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	52	17	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Average	Yes

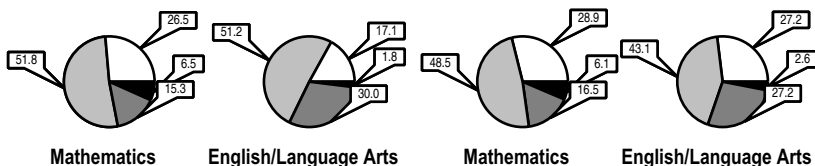
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	185	100.0	16.6	50.3	29.7	3.4	45.7	Yes	Yes
Gender									
Male	98	100.0	14.9	54.3	29.8	1.1	40.4		
Female	87	100.0	18.5	45.7	29.6	6.2	51.9		
Racial/Ethnic Group									
White	47	100.0	17.5	55.0	25.0	2.5	52.5	Yes	Yes
African-American	110	100.0	14.0	51.4	30.8	3.7	42.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	28	100.0	25.0	39.3	32.1	3.6	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	165	100.0	14.7	50.0	32.1	3.2	48.7		
Disabled	20	100.0	31.6	52.6	10.5	5.3	21.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	185	100.0	16.6	50.3	29.7	3.4	45.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	185	100.0	16.6	50.3	29.7	3.4	45.7		
Socio-Economic Status									
Subsidized meals	137	100.0	18.1	52.8	26.0	3.1	41.7	Yes	Yes
Full-pay meals	48	100.0	12.5	43.8	39.6	4.2	56.3		

Mathematics - State Performance Objective = 15.5%									
All Students	185	100.0	25.7	50.3	16.6	7.4	44.6	Yes	Yes
Gender									
Male	98	100.0	22.3	56.4	14.9	6.4	43.6		
Female	87	100.0	29.6	43.2	18.5	8.6	45.7		
Racial/Ethnic Group									
White	47	100.0	12.5	55.0	17.5	15.0	50.0	Yes	Yes
African-American	110	100.0	31.8	47.7	15.9	4.7	40.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	28	100.0	21.4	53.6	17.9	7.1	53.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	165	100.0	21.8	53.8	17.9	6.4	46.2		
Disabled	20	100.0	57.9	21.1	5.3	15.8	31.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	185	100.0	25.7	50.3	16.6	7.4	44.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	185	100.0	25.7	50.3	16.6	7.4	44.6		
Socio-Economic Status									
Subsidized meals	137	100.0	30.7	48.0	15.0	6.3	38.6	Yes	Yes
Full-pay meals	48	100.0	12.5	56.3	20.8	10.4	60.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	73	100.0	12.9	45.2	40.3	1.6	41.9
	Grade 4	66	100.0	47.5	39.3	13.1	N/A	13.1
	Grade 5	60	100.0	45.3	49.1	5.7	N/A	5.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	60	100.0	18.6	39.0	40.7	1.7	42.4
	Grade 4	64	100.0	11.1	57.1	31.7	N/A	31.7
	Grade 5	61	100.0	20.0	61.7	15.0	3.3	18.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	73	98.6	22.6	54.8	19.4	3.2	22.6
	Grade 4	66	100.0	34.4	52.5	6.6	6.6	13.1
	Grade 5	60	98.3	49.1	43.4	7.5	N/A	7.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	60	100.0	32.2	57.6	6.8	3.4	10.2
	Grade 4	64	100.0	19.0	49.2	23.8	7.9	31.7
	Grade 5	61	100.0	26.7	55.0	11.7	6.7	18.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 366)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.5%	N/A	3.6%	2.7%
Attendance rate	96.8%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		4.6%	3.5%
Eligible for gifted and talented	12.1%	Up from 9.5%	8.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.7%	Down from 6.6%	8.8%	8.2%
Older than usual for grade	1.4%	Down from 16.6%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	45.7%	Up from 42.9%	46.9%	51.4%
Continuing contract teachers	71.4%	Up from 62.9%	85.7%	87.5%
Highly qualified teachers**	89.3%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	3.7%		0.0%	0.0%
Teachers returning from previous year	81.8%	Up from 78.9%	86.0%	86.7%
Teacher attendance rate	94.8%	Down from 95.0%	94.6%	94.9%
Average teacher salary	\$39,557	Up 1.2%	\$40,379	\$40,760
Prof. development days/teacher	14.7 days	Down from 16.0 days	13.4 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.3 to 1	17.7 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 89.0%	89.9%	90.0%
Dollars spent per pupil*	\$6,599	Up 5.9%	\$6,243	\$6,044
Percent of expenditures for teacher salaries*	65.3%	Down from 67.9%	65.3%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Angel Oak Staff is committed to fulfilling our mission statement by providing positive, innovative, and educational experiences that will empower our children to reach their maximum potential. All of our staff are highly qualified and certified. All 60 students in the first grade have attended full-day kindergarten. Our main focus is to improve reading, writing skills, math skills, and discipline. We will increase our achievement level on PACT by having at least 80% of all students at or above the proficient level in math and reading/language arts. By using the Pat Cunningham Language Arts Process, we have already seen an improvement in writing and comprehension skills and our children are reading more books. We need to drill our students on the basic facts in math as well as provide many "hands-on" opportunities in the math curriculum. The Everyday Math Program, used as a supplement plan, has helped us already improve our math scores significantly. We are also investigating the Baccalaureate Program and a yearlong school schedule. Information from the parent and teacher surveys dictates that we continue to work on improving our discipline plan. Our goal is to decrease the number of children suspended. This will be accomplished through individual behavioral plans and with the collaborative help of parents and the community. Through the team effort of our Community Council and discipline committee, a school-wide discipline plan is now being implemented. Eighty-six percent of our parents are satisfied with the parent involvement in the education of their children. This is an increase due to Individual Instruction Plans, in which educational strategies are developed for students by parents, teachers, and the principal. Our Character Education Curriculum is intertwined in our unit study: attributes such as cooperation, tolerance, empathy, conflict resolution. The Angel Oak Report Card is a starting point and an invitation to become involved with our future - our children. Help us to provide a positive, challenging, and safe school. Join our "university."

Annette Sausser, Principal

Sheridan Hammer, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	66	35
Percent satisfied with learning environment	60.7%	93.8%	91.2%
Percent satisfied with social and physical environment	53.6%	96.9%	85.7%
Percent satisfied with home-school relations	44.4%	90.9%	82.9%

*Only students at the highest elementary school grade level at this school and their parents were included.